DOCUMENT RESUME

ED 361 366 TM 020 449

AUTHOR McAllister, Gary S.
TITLE Student Outcomes Assessment. A Report Submitted to the Administration of Salem-Teikyo University.
PUB DATE Feb 92
NOTE 35p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; College Entrance Examinations; *College Students; Culture Fair Tests; *Educational Assessment; Educational Change; Educational Improvement; Educational Planning; Evaluation Methods; Foreign Countries; Higher Education; Models; *Outcomes of Education; *Student Evaluation; Teaching Methods; Test Bias; *Universities
IDENTIFIERS Alverno College WI; Japan; Japanese People; Johnson County Community College KS; *Salem Teikyo University WV; *Student Outcomes Assessment Plan; University of Tennessee Knoxville; Winona State University MN

ABSTRACT

Salem-Teikyo University (STU) (West Virginia) has been charged with developing a student assessment plan to be fully implemented by 1995. This report is a first step toward this plan, presenting the perspective, paradigms, possibilities, and a proposal for the assessment of student outcomes. The perspective advocated is that of the Center for Assessment Research and Development at the University of Tennessee (Knoxville). The paradigms (models) for the assessment can be derived from the assessment processes of other institutions, including the following: (1) the University of Tennessee (Knoxville); (2) Alverno College (Wisconsin); (3) Johnson County Community College (Kansas); and (4) Winona State University (Minnesota). The possibilities for student evaluation at STU are complicated by the fact that approximately 50 percent of the students are Japanese and would not have equivalent college entrance examination scores. Questions of the cultural bias of tests generally used for evaluation must also be resolved. The proposition extended to STU is based on the objective of achieving substantive, long-term improvement. It requires planning to describe the academic environment and measure outcomes of change, fostering changes in instructional behavior and materials, and implementing and sustaining changes until they are institutionalized. Addenda present an assessment model and objectives for departments of teacher education, management services, natural sciences and mathematics, and physical education. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 361 366

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

GARY S. McALLISTER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STUDENT OUTCOMES ASSESSMENT

A Report
Submitted to
the Administration of
Salem-Teikyo University

by
Gary S. McAllister
February 1992

TM020949

BEST COPY AVAILABLE

TABLE OF CONTENTS

		Page
Part I	Perspective	1
Part II	Paradigm	5
Part III	Possibility	13
Part IV	Proposition	17
Addendum A		i
Addendum B		ii
Bibliography		iii

Part I

PERSPECTIVE

In the fall 1990 NCA Quarterly Patricia A. Thrash addresses the subject "Assessment in the North Central Region." She states that "the third criterion, The Institution is accomplishing its purposes, asks for a judgement on what is actually being accomplished at an institution. Institutional effectiveness, in the Commission's judgement, encompasses the total range of influences that bear on a student's growth, including student academic achievement."(11:385)

After listing a number of cautions regarding the appropriate emphasis on assessment Dr. Thrash states:

> "Assessment should be seen as a means of documenting that institutions are doing what they say they do and that students who complete their programs receive what is promised. The emphasis should be on institutional quality and individual competence." (11:391)

According to the Commission on Institutions of Higher Education an institution must address how it documents the academic achievement of its students or it <u>cannot</u> provide sufficient and necessary evidence related to the third

criterion -- "The Institution is accomplishing its purposes".(4:1)

A review of the literature on assessment reveals that the teaching/learning process is inextricably bound, and must be the focus of any legitimate attempt at institutional assessment. "Studies of teaching outcomes typically examine relations between measures of teacher behavior and student achievement."(12:50) Student outcomes assessment then becomes an essential part of measuring teaching effectiveness. "The effects of teaching in higher education, as at other levels of education, are most commonly researched in terms of academic achievement of students."(12:755)

So the question becomes-- How should the institution document the accomplishment of its purposes? The Commission has expanded the sections on Criterion Three in its 1990-92 edition of A Guide to Self-Study for Commission Evaluation to assist institutions in documenting effectiveness in a number of areas including Student Academic Achievement, Student Development, Public and Community Service, Special Constituencies, and Institutional Climate.(10:388)

From this it is apparent that Student Outcomes Assessment is synonymous with Institutional Outcomes Assessment. Therefore, an emphasis must be placed on the

nature of the product in order to assess institutional outcomes. "Research in teaching in higher education has been more concerned with the effects of processes on products than with any other of the possible issues involving teacher behavior."(12:755)

What, then, are the characteristics of a program to assess student academic achievement? The Commission's Assessment Project Advisory Committee has developed ten characteristics to provide a guide and stimulate discussion:

1. Flows from the institution's mission.
2. Has a conceptual framework.
3. Has faculty ownership/responsibility.
4. Has institution-wide support.
5. Uses multiple measures.
6. Provides feedback to students and the institution.
7. Is cost-effective.
8. Does not restrict or inhibit goals of access, equity, and diversity established by the institution.
9. Leads to improvement.
10. Includes a process for evaluating the assessment program.(4:3)

Just six years ago only three or four states were actively involved in assessment. Today the number has grown to nearly forty. Thus far most states have chosen the more permissive path led by Virginia and Colorado. That is to say each institution is to "do assessment" in ways of its own choosing, consistent with its respective mission.(8:17)

The same forces giving rise to the development of assessment in the United States are producing similar patterns around the world. Assessment developments are especially evident in the United Kingdom, Australia, and the Netherlands.(8:30)

In choosing assessment instruments and methods a particularly valuable place to begin is the Center for Assessment Research and Development at the University of Tennessee, Knoxville, TN 37996.

The American Association of Higher Education (AAHE) Assessment Forum was established in 1987 to advance thoughtful assessment practices. Materials collected by the AAHE Assesment Forum, One Dupont Circle, Suite 600, Washington, D.C. 20036 are available through the Educational Resources Information Center (ERIC) system by using the identifier "AAHE ASSESSMENT FORUM".(8:37)

Part II

PARADIGM

Peter T. Ewell suggests a successful assessment program involves three distinct facets: teaching, research, and administrative activity. He further suggests that to ignore the instructional process negates the necessity for the entire process. Therefore, the ultimate objective should be the improvement of teaching and learning.

Assessment may be seen by many as unnecessary and threatening. However, many institutions are obliged to develop assessment programs in response to state mandates or accreditation agencies. The establishment of assessment programs generally involves a specific budgeted administrative center. This center must gather data and coordinate information flow between offices and functions.

Many successful programs have included in the design phase significant inquiry as to what other institutions are doing. At Kean College the assessment committee visited other institutions and attended numerous national conferences and seminars.(6:15-18)

Most successful programs have begun with a pilot phase. James Madison University used four departments in its pilot

year. The efforts from the pilot should be carefully documented and widely published. At James Madison each of the four departments publically reported its experiences.

What is the institution already doing? Most are engaged in many types of assessment, i.e. admissions criteria, tests of basic skills, retention studies, surveys, follow-up studies, departmental testing, etc. "Discovering, documenting, and integrating such activities is an important initial step."(6:19)

Utilizing existing student data is a good place to begin. Bethany College, West Virginia assesses student growth in writing skills by collecting pre and post test writing samples.(6:20)

The utilization of samples is common place, but some refuse to believe in the validity of sample-based results. The University of Tennessee at Knoxville that once used samples extensively, now finds it worthwhile to obtain some data from all students.(6:21)

Knowledge about how to introduce assessment innovations and programs is in short supply at present. The American Association for Higher Education (AAHE) is coordinating a three-year assessment forum supported by the Fund for the Improvement of Postsecondary Education (FIPSE), and some

clues about assessment and change are emerging from this development.(9:6)

Richard I. Miller suggests four complicating factors of assessment relevant to the change process:

1. Complexity of most assessment innovations. Northeast Missouri State University's assessment model has been evolving for thirteen years.
2. Professional sensitivity toward assessment in general. College teachers often view assessment with suspicion.
3. Political sensitivity sometimes places the chief executive officer (CEO) in an uncomfortable position between what needs to be done and the faculty's order of values.
4. Commitment of time. The multi-year span of most assessment programs probably will result in complications due to changes in key administrative personnel.(9:6-7)

Regardless of the many hurdles to be overcome in the establishment of a Student Outcomes Assessment Plan every institution must respond to this obvious far reaching trend. No one model can be looked at as being the panacea for a given institution. Given the uniqueness of many (especially small private institutions) institutions such as Salem-Teikyo University it would seem logical that a unique model (plan) must be developed that will best serve its needs.

Before developing such a plan it would seem prudent to look at several models in some detail. The University of Tennessee, Knoxville (UTK) apparently has one of the more comprehensive models which has been developed over the past ten years.(2)

Although the UTK model is perhaps more appropriate for a larger university system, there is much to be learned from an analysis of this and others at a variety of institutions. Kean College, James Madison University, and Bethany College have been mentioned earlier as having significant paradigms related to assessment. In order to focus upon a sample of the hundreds of paradigms available for study four are selected here for a brief analysis. They include The University of Tennessee, Knoxville; Alverno College; Johnson County Community College; and Winona State University. These programs are described in the Strategies for Assessing Outcomes handbook developed at the UTK Center for Assessment Research and Development.(1)

University of Tennessee, Knoxville

(Located in Knoxville, Tennessee, the University of Tennessee, Knoxville has an enrollment of 20,000 undergraduate and 5500 graduate students with 1100 faculty members.)

The Center for Assessment Research and Development seeks to improve academic programs and related student

services at the University of Tennessee, Knoxville by assisting members of the campus community to establish program goals, gather evidence of progress in achieving goals, and use this evidence in making improvements.(1:156)

There are three major thrusts of the program at UTK--to assess (1) student achievement in general education, (2) student achievement in the major field, and (3) student opinions regarding the quality of academic programs and support services.(2)

The College Outcomes Measures Program (ACT-COMP) has been used to measure student achievement in general education since 1983. A pre-test, post-test design involving freshmen and seniors is utilized to assess their respective levels of achievement.

Faculty in over 100 major fields have selected or developed comprehensive assessment activities for students completing their programs. Use of standardized instruments for measuring major field achievement (compared with national norms) is common. An example is the Business Achievement Test developed by ETS. In other cases faculty have developed their own instruments.

As to perceptions of program quality at UTK the faculty has developed the Student Satisfaction Survey (SSS) to

sample opinion concerning the quality of the University's academic and student services programs. Faculty-student interaction proved to be a powerful determinant of student satisfaction; therefore, many academic departments have taken steps to increase the opportunities for students at UTK to have some contact outside class with faculty members.

Alverno College

(Located in Milwaukee, Wisconsin, Alverno College is a four-year liberal arts college for women. Approximately 2000 students pursue undergraduate degrees in a variety of liberal arts and professional areas.)

In 1973 the faculty and administration at Alverno College reshaped the curriculum around the concept of abilities. Degree requirements were formulated around what the student must know and be able to do. Assessment focuses on eight general outcomes: communication, analysis, problem solving, valuing, social interaction, effective citizenship, responsibility toward the global environment, and aesthetic responsiveness. Assessment at Alverno has succeeded in focusing faculty attention on questions of teaching and learning.(1:160-164)

Johnson County Community College

(Located at Overland Park, Kansas, Johnson County Community College is a two-year cooeducationl community

college. It has an undergraduate enrollment of 5440 and has 248 faculty members.)

Two conceptual frameworks for measuring institutional effectiveness for community colleges have been selected by Johnson County Community College. The Western Association of Colleges and Schools (WACS) suggests a distinction between two major types of assessment activities: those that specifically address student learning, and those that address broad institutional and policy issues. Dick Alfred of the University of Michigan (1989) suggests a two-tiered approach in which indices of variables both internal (inside-out) and external (outside-in) are identified.

Internally-Directed Student Measures:

- Satisfaction of individual educational objectives
- Program completion or receipt of degree or certificate
- Individual course grades, overall GPA's
- Student performance on assessments of cognitive outcomes
- Student perceptions of noncognitive outcomes

Externally-Directed Student Measures:

- Student performance on professional licensure exams
- Transfer student success in the receiving college/university (in terms of course grades, progress toward and receipt of degree)

- Career student success (in terms of obtaining appropriate employment, career advancement, and career satisfaction) (2:49-50)

Winona State University

(Located in Winona, Minnesota, Winona State University is a comprehensive coeducational institution. As part of the Minnesota University System, it has an enrollment of 4300 students and 240 faculty members.)

Seven statistical indicators have been adopted to guide the improvement of undergraduate instruction at Winona State University. The indicators are based upon "Seven Principles for Good Practice in Undergraduate Education" jointly developed by AAHE and the Johnson Foundation.(1:89) These principles (AAHE Bulleting, March, 1987) are:

1. Encourages student-faculty contact.
2. Encourages cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

Part III

POSSIBILITY

With approximately two-thirds of the states having some manditory assessment, and with the federal government becoming more involved, assessment is obviously a politically "hot" issue.(7)

How should a unique institution like Salem-Teikyo University respond to the challenge? Should standardized tests be the basis for assessing student outcomes? Many institutions utilize some form of pre-test/post-test design as a part of their assessment programs. The University of Tennessee at Knoxville (UTK) employs the American College Testing (ACT) College Outcomes Measures Program (COMP). At UTK the ACT-COMP is administered to a sample of freshmen and then again when they are seniors to determine the gain in achievement levels in general education. UTK also employs the Graduate Record Exam (GRE) as well as various survey instruments of graduates and employers. The ACT Student Opinion Survey is also used.(1:7)

The ACT-COMP is used by over 100 institutions to evaluate general education. It would seem logical to start with the ACT-COMP as the basis for any assessment plan.

Since the ACT-COMP correlates at .70 with the ACT or SAT mean scores it can be used without waiting 4 years to obtain results. "By subtracting the estimated freshman score from the actual score for graduating students, an estimate of score gain, or value added, can be obtained."(1:42)

The uniqueness of STU presents a difficulty in that approximately 50% of the students are Japanese and would not have ACT or SAT scores for comparison. Also the question of possible cultural bias arises if these students were given the ACT-COMP. This question could be raised with almost any standardized test. Since many Japanese students are choosing Business Administration as a major, perhaps the Business Assessment Test developed by Educational Testing Service (ETS) should be considered.

Beyond testing there are numerous devices and approaches that might be appropriately employed in the STU program. The Bethany College (WV) writing assessment program could be one measurement approach, especially in a culturally diverse population.

Whatever instruments or devices are employed it should be remembered that outcomes data are most accurate when compared to input data. An example of this is UTK's use of the Cooperative Institutional Research Program (CIRP) questionaire in conjunction with ACT scores.(1:9)

Locally designed tests especially for use in major field examinations are becoming more common. Many of UTK's major field examinations arose from the necessity to construct local assessments in the absence of available standardized tests. Locally designed tests are also being employed to assess general education at a number of institutions, e.g., Olivet Nazarene College. Dissatisfaction with the match in content and coverage between available standardized tests and the curriculum often leads to this choice.(5)

Individualized assessment techniques such as interviews, task exercises, video tapes, portfolios and other intensive tailored methods have not typically been practiced in the undergraduate curricula. Alverno College is an exception and could serve as a possible model in this area.

Surveys of student opinion are among the most established approaches to outcomes data collection. Questionaires are most appropriate for collecting information on attitudes and values, but may also be used to obtain data on knowledge gains, skill levels, etc.(5) At UTK surveys of students (ACT Student Opinion Survey), graduates, and employers are conducted.(2)

While the possibilities for assessment techniques appear endless they appear to fall into a few distinct categories such as general education, major fields, individual, and student opinion.

Part IV

PROPOSITION

Salem-Teikyo University has been charged by its president Dr. Ronald E. Ohl with developing an Assessment Plan to be fully implemented by 1995. This researcher was charged with providing the initial leadership role in this endeavor. The first step taken in August, 1991 was to develop a simple schematic to serve as a guide in planning the project. (Addendum A)

This schematic was shared with the Provost Dr. Wayne England and then the Department Chairpersons in October, 1991. The chairpersons were asked to develop a set of broad goal statements for each department or program under their jurisdiction. These goals were to emanate from the mission statement of the University. This activity was designed as a first step in getting the departments thinking in terms of assessment.(Addendum B)

The next step in the process of focusing faculty and staff attention to the task will be a workshop (seminar) conducted by Dr. John Curran, Professor of Education at Salem-Teikyo University. John was chosen to assist in the process of developing a Student Outcomes Assessment Plan for

the University. He attended a conference at UTK in November, 1991 and brought back to campus much valuable information to share with the University Community.

Following this workshop Dr. England, Dr. Curran and the department chairs will develop a plan for the project and a timeline for its development and implementation.

As the project unfolds it would be well to keep the following in mind:

1. The institution must make a long-term commitment to change.
2. The institution must commit the resources (financial and other) to make the identified changes.
3. Quality information must be collected to assist in decision-making.
4. Structures and strategies must be developed to provide a supportive environment for personal growth and experimentation.(3:1)

From this sampling of research into the topic Student Outcomes Assessment this writer makes the following suggestions and recommendations:

1. The Provost should charge the Department and Program chairs with the responsibility to develop and implement the plan. They should act as a steering committee and a sounding board for the project.

2. A sub-group of 3 or 4 should be selectd to do the writing of the plan with periodic review and input from the chairpersons.

3. The plan should be succinct and conceived in such a manner as to make it workable within the time frames established.

4. The plan should focus on assessment in four broad areas:

   a. General Education (the CORE)
   b. Major Fields
   c. Individual Assessment
   d. Student Opinion of Services

5. The plan should accommodate the uniqueness of the university; specifically, its binational and international character.

6. A suggested timeline for development and implementation is March 1, 1992 to March 1, 1995.

7. Each department or program should be given considerable autonomy in developing and/or selecting the assessment devices for its programs.

8. A pilot program should be run initially utilizing a sample of students from selected or volunteer programs or departments.

9. Compile a data bank of existing information on student outcomes from such sources as the Registrar's office, testing center, placement offices, counseling center, and academic departments.

10. Determine that the results of assessment data will be used and made visible in decision making.

The proposition for a Student Outcomes Assessment Plan for Salem-Teikyo University is based on the objective of achieving substantive, long-term improvements and requires planning in three broad categories:

(1). Describing the academic/instructional environment and measuring outcomes of institutional programs.

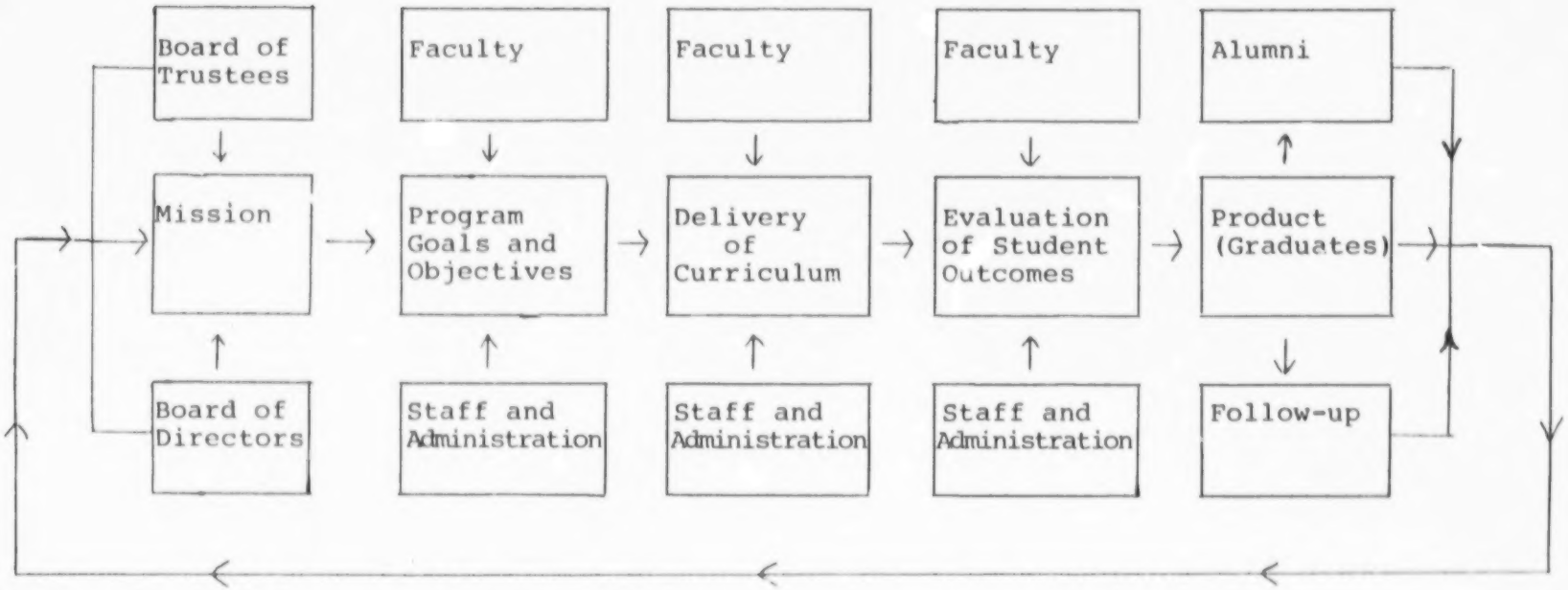
(2). Fostering change in instructional behavior as well as revision of materials.

(3). Implementing and sustaining changes until they become institutionalized.(3:2)

ADDENDA

Addendum A

STUDENT OUTCOMES ASSESSMENT MODEL



DEPARTMENT OF EDUCATION

Salem-Teikyo University

The goal of teacher education at Salem-Teikyo University is to ensure quality learning experiences that develop the ability to solve problems and think critically, to adequately prepare students to function effectively in a teaching/learning environment that is rapidly changing, highly technological, and increasingly global.

The Department of Education and designated teacher educators from those departments involved in teacher education programs comprise the Professional Education Unit that is primarily responsible for the preparation of teachers and other professional education personnel.

The objectives of the Professional Educational Unit are as follows:

1. Coordinate the institution-wide function of teacher education.
2. Cooperatively plan and implement teacher education curricula in accordance with the standards established by the State Board of Education.
3. Provide for student self-assessment in terms of professional growth.
4. Insure faculty development by insisting on periodic assessment of faculty performance.
5. Maintain a continuous association with the elementary and secondary schools.
6. Jointly plan and implement appropriate, sequential laboratory and field experiences for teacher education students.
7. Periodically assess the adequacy of the facilities, equipment and materials to support the teacher education program.
8. Provide for a continuous and systematic evaluation of students, graduates, and programs.
9. Evidence a commitment to long-range planning.
10. Encourage an eclectic approach to the development of educational philosophies.

STRENGTHENING INSTITUTIONS PROGRAM GRANT
MANAGEMENT STUDIES INPUT - JANUARY 13, 1992

IT IS A TRUISM THAT SALEM-TEIKYO UNIVERSITY AND ITS DEPARTMENT OF MANAGEMENT STUDIES (FORMERLY THE DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS) CAN ACHIEVE ON-GOING GROWTH AND SELF-SUFFICIENCY ONLY BY SUBSTANTIALLY STRENGTHENING 1)ITS EFFECTIVE QUALITY AND DIVERSITY OF ACADEMIC PROGRAMMING; 2)ITS ADMINISTRATIVE AND INSTITUTIONAL PROGRAM MANAGEMENT CORP; AND 3)THE FISCAL STABILITY OF THE INSTITUTION AND THE ACADEMIC PROGRAMS TO WHICH IT IS COMMITTED.

STRATEGY FOR NUMBER ONE ABOVE INCLUDES:

---SUPPORT OF THE CONTINUING DEVELOPMENT OF CURRENT AND TO BE HIRED FACULTY WITH EMPHASIS TOWARD HOLDING A TERMINAL DEGREE OR ITS VIABLE EQUIVALENT IN RELEVANT DISCIPLINES AND WITH RELEVANT EXPERIENCE QUALIFICATIONS, IF POSSIBLE;

---INCREASING SALARY RANGE LIMITS IN RANKS SO AS TO BE ABLE TO EFFECTIVELY COMPETE IN THE ACADEMIC MARKETPLACE FOR APPROPRIATELY QUALIFIED FACULTY;

---INCREASE FISCAL SUPPORT BASE TO ENABLE EXPANSION OF LIBRARY RESOURCE HOLDINGS FOR FACULTY AND STUDENT STUDY AND RESEARCH;

---INCREASE FISCAL SUPPORT BASE TO ENABLE PURCHASE AND EFFECTIVE USE AND MAINTENANCE OF EQUIPMENT AND MATERIALS (COMPUTERS FOR CAI AND OTHER AUDIO-VISUAL EQUIPMENT AND RELATED RESOURCE MATERIALS)TO ASSIST IN AND ENHANCE THEW EFFECTIVE QUALITY AND RESULTS ACHIEVED THROUGH THE TEACHING/LEARNING PROCESS;

STRATEGY FOR NUMBER TWO INCLUDES:

---THE EXPANSION OF THE SUPPORT BASE IN TERMS OF FUNDS AND TIME ALLOCATIONS TOWARD EWNHANCEMENT OF THE MANAGERIAL EFFECTIVENESS OF ACADEMIC PROGRAM ADMINISTRATION;

---ACHIEVING EVENTUAL ACCREDITATION OF OUR UNDER-GRADUATE PROGRAMS IN BUSINESS THROUGH THE ACBSP (ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS); AND AS A NECESSARY PREREQUISITE TO ACCREDITATION TO ACHIEVE STATUS AS A CREDITABLE SCHOOL OR COLLEGE WITHIN THE UNIVERSITY;

STRATEGY FOR NUMBER THREE INCLUDES:

---SUCCESSFUL IMPLEMENTATION OF THE ABOVE STRATEGIES VIA EFFECTIVE TACTICAL AND OPERATIONAL ACTIVITY DEVELOPMENT AND IMPLEMENTATION;

---DEVELOPING AN IMPROVED POSITIVE INSTITUTIONAL IMAGE WITH OUR SUPPORTING PUBLICS; TO SPECIFICALLY INCLUDE PERCEPTION OF OUR INSTITUTION AS ONE THAT MAKES POSSIBLE A QUALITY LEARNING RESULT FOR OUR STUDENTS;

---THROUGH IMPROVED QUALITY PROGRAMMING AND INSTITUTIONAL IMAGE - TO ENHANCE OUR ATRACTIVENESS TO MORE AND MORE HIGHLY QUALIFIED STUDENTS TO INCREASE NUMBER AND QUALITY OF STUDENTS APLYING AND ACCEPTED FOR ADMISSION; AND TO REDUCE ATTRITION;

ALL THE ABOVE WOULD SERVE TO INCREASE TUITION REVENUES AND

FINANCIAL STABILITY. FURTHER, ACHIEVING THE ABOVE WOULD ENHAMCE OUR ABILITY AND EFFECTIVENESS IN INCREASING GIVING FROM BUSINESS, INDIVIDUALS, FOUNDATIONS, AND ALUMNI IN SUPPORT OF THE UNIVERSITY. FURTHER,OUR PROBABILITY OF SUCCESS FOR OBTAINING FUTURE RESEARCH AND OTHER GRANTS WOULD INCREASE BECAUSE OF OUR INCREASED CREDIBILITY AS A TEACHUNG AND RESEARCH INSTITUTION. THE OVERALL FINANCIAL STABILITY OF THE INSTITUTION WOULD CERTAINLY IMPROVE.

ACTIVITY TITLES:

---STRENGTHEN THE EFFECTIVENESS OF CURRENT ACADEMIC PROGRAMMING AND DEVELOPAND IMPLEMENT AN ACADEMIC PROGRAM MAJOR IN INTERNATIONAL BUSINESS MANAGEMENT (TO INCLUDE THE ALREADY APPROVED INTERNATIONAL BUSINESS MANAGEMENT TRACK WITHIN THE JAPANESE STUDIES PROGRAM). THIS IS A PRIORITY ONE ACTIVITY.

---PLAN, DEVELOP AND IMPLEMENT NEWLY CONFIGURED ACADEMIC PROGRAM MAJORS IN ECONOMICS AND FINANCE. PLANNING AND DEVELOPMENT FOR THESE PROGRAM PROPOSALS IS IN PROCESS AND NEARLY COMPLETED. THIS IS A PRIORITY TWO ACTIVITY.

---WE BELIEVE THAT THE ABOVE PROGRAMS AND OUR CURRENT PROGRAMS IN ACCOUNTING, MANAGEMENT AND MARKETING (THESE CURRENT PROGRAMS HAVE BEEN INTERNATIONALIZED.) FULLY AND DIRECTLY MEET THE INTENT OF THE UNIVERSITY'S MISSION STATEMENT. ALSO, THESE PROGRAMS HAVE BEEN AND ARE BEING DEVELOPED IN RESPONSE TO A PRIMARY PROGRAMMING GOAL OF ACHIEVING QUALITY PROGRAMMING AND INSTITUTIONAL GROWTH, IN PART, THROUGH BUSINESS SPECIFIC ACADEMIC DISCIPLINES.

IN ORDER TO ACHIEVE SUCCESS IN IMPLEMENTING WHAT WE EXPECT TO BE ACCEPTED AS HIGH-QUALITY PROGRAMS OF STUDY; IT WILL BE NECESSARY TO ACHIEVE SUCCESS

1) IN HIRING A NUMBER OF DISCIPLINE QUALIFIED TERMINAL DEGREE HOLDERS (BOTH NEW AND EXPERIENCED). OUR SUCCESS IS SPECIFICALLY DEPENDENT UPON ATTRACTING ADDITIONAL FACULTY WITH APPROPRIATE QUALOIFICATIONS IN THE ACADEMIC DISCIPLINES OF ACCOUNTING, MANAGEMENT AND MARKETING (A PRIOREITY FOR THE FIRST YEAR) AND OF ECONOMICS AND FINANCE (A PRIORITY FOR THE SECOND YEAR).
NOTE: IT WOULD BE HELPFUL TO REFER TO FACULTY NEEDS ANALYSIS FOR 1992-93 SUBMITTED PREVIOUSLY TO THE PROVOST. FURTHER FACULTY SLARY SCALE SHOULD BE INCREASED BY AT LEAST 50% TO BE IN LINE WITH THE W.V. AVERAGES FOR PRIVATE SCHOOLS. PUBLICLY SUPPORTED SCHOOL FACULTY SALARY SCALES ARE HIGHER;

2)IN EXPANDING HOLDINGS OF PERIODICALS, BOOKS, NEWSPAPERS, AND AUDIO-VISUAL (PRIMARILY VHS VIDEO CASSETTE PROGRAMS) MATERIALS GENERALLY; BUTALSO SPECIFICALLY IN TERMS OF INTERNATIONAL PERSPECTIVES RELATIVE TO THE ACADEMIC DISCIPLINES;

3)IN EXPANDING OUR COMPUTER-BASED TEACHING TECHNOLOGY BOTH IN TERMS OF NUMBERS OF COMPUTER STATIONS WITH PRINTERS AND TEACHER EXPERTISE IN THE USE OF THE TECHNOLOGY;

3.A) PRIMARILY FOR USE BY THE BUSINESS DISCIPLINES' FACULTY AND STUDENTS - 24 STATIONS AT A PER STATION COST OF $1900.00 FOR A FIRST YEAR INITIAL EXPENSE OF $45,600.00 - 12

STATIONS FOR THE SECOND YEAR AT AN APROXIMATE INITIAL COST OF $22,800.00; WITH ADDITIONAL FUNDING NEEDED FOR SUPPLIES, LEARNING RESOURCES, EQUIPMENT MAINTENANENCE CONTRACTS AND EXISTING CLASSROOMS FOR PLACEMENT OF THE COMPUTER STATIONS. THE CLASSROOMS WOULD HAVE TO BE RENOVATED WITH APPROPRIATE WIRING AND COMPUTER STATION FURNISHINGS.

4) PURCHASE AND INSTALLATION OF SATELLITE ANTENNAE FOR RECEPTION OF SATELLITE TRANSMISSION OF TELEVISED PROGRAMMING VIA Ku BAND AND C-BAND; AND FUNDING ON-GOING AFFILIATION WITH ALSS/TBC (ADULT LEARNING SATELLITE SERVICE/THE BUSINESS CHANNEL) AND APPROPRIATE CABLEING OF ONE OR MORE CLASSROOMS (AUDITORIUM FIRST) TO RE3CEIVE BOTH SATELLITE AND LIMITED CABLE PROGRAMMING.

5)THROUGH INCREASED FUNDING IN SUPPORT OF FACULTY DEVELOPMENT ON AN ON-GOING BASIS IN ORDER TO MAINTAIN A FACULTY THAT IS UP-TO-DATE IN THEIR DISCIPLINES AND TO ENHANCE THEIR TEACHING AND RESEARCH CAPABILITIES; THUS ENABLING THEM TO BECOME MORE PRODUCTIVE IN BOTH AREAS TO THE MUTUAL ADVANTAGE OF THE FACULTY, STUDENTS AND THE UNIVERSITY. COMPUTERS WITH MODEMS AND TELEPHONE LINES TO ENABLE FACULTY OFFICE BASED RESEARCH THROUGH APPROPRIATE NETWORK AFFILIATIONS. WITH THE EXPANDED FACULTY IN THE DEPARTMENT , THE FIRST YEAR BUDGET WOULD REQUIRE $13,000.00. FOLLOWING YEAR BUDGET ALLOCATIONS SHOULD INCREASE BY 20% IN EACH OF THE NEXT FIVE YEARS. WITH OUT-OF-POCKET EXPENDITURES WHICH COULD REASONABLY BE EXPECTED, FACULTY DEVELOPMENT ACTIVITY AND RESULTS SHOULD IMPROVE SUBSTANTIALLY. AT THIS TIME FUNDING IS MINIMAL AT APPROXIMATELY $400.00 PER FACULTY.

6)WITH RESPECT TO THE ADMINISTRATION/MANAGEMENT FUNCTION OF THE PEPARTMENT, IT IS BOTH NECESSARY AND DESIRABLE, DUE TO EXPECTED INCREASED WORK LOAD, TO PROGRESSIVELY REDUCE THE COURSE TEACHING LOAD OF THE DEPARTMENT CHAIRPERSON BY AT LEAST FOUR CREDIT HOURS IN EACH OF THE FIRST FOUR YEARS TO GRADUALLY ACHIEVE A SUCCESSFUL TRANSITION FROM A FACULTY POSITION WITH ADMINISTRATIVE DUTIES TO AN ADMINISTRATIVE POSITION (WITH FACULTY STATUS POSSIBLY). A FULL-TIME ADMINISTRATOR FOR THE EVOLVING "SCHOOL OF BUSINESS" IS A NECESSARY AND DESIRABLE DEVELOPMENT TO HELP ASSURE SUCCESS OF THE ACADEMIC BUSINESS PROGRAMMING AND TO ACHIEVE A PROGRAM AND ORGANIZATIONAL STRUCTURE THAT IS CREDIBLE AND ACCREDITABLE. IN CONJUNCTION WITH THE ADMINISTRATIVE MANAGEMENT OF THE ACADEMIC PROGRAMSOF THE DEPARTMENT, ASSISTANCE IS NEEDED IN FUNDING ACTIVITIES RELATED TO TAKING SPECIFIC ADVANTAGE OF OUR MEMBERSHIP (AS OF JANUARY, 1992) IN THE ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS (ACBSP). THE DEPARTMENT ADMINISTRATION NEEDS FUNDS FOR EDUCATION AND TRAINING IN THE EFFECTIVE ADMINISTRATION OF ACADEMIC PROGRAMS OF HIGHER EDUCATION. SPECIFICALLY:

---ADMINISTRATIVE SKILLS DEVELOPMENT;

---UPDATING OF KNOWLEDGE OF CURRICULUM DEVELOPMENTS WITHIN THE VARIOUS DISCIPLINES;

---EDUCATION AND TRAINING IN THE DEVELOPMENT AND IMPLEMENTATION OF INSTITUTIONAL AND DEPARTMENTAL PERFORMANCE ASSESSMENT PROGRAMS;

---EDUCATION AND TRAINING IN THE REQUIREMNTS FOR AND TECHNIQUES AND METHODS TO USE IN THE SUCCESSFUL DEVELOPMENT OF RESOURCES AND QUALIFICATIONS NECESSARY TO ACHIEVE ACCREDITATION OF OUR UNDER-GRADUATE BUSINESS PROGRAMS, AND SUBSEQUENT ACCREDITATION OF POSSIBLE FUTURE GRADUATE BUSINESS PROGRAMS.

SALEM-TEIKYO UNIVERSITY

DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS

The Natural Sciences and Mathematics department strives to provide an effective educational experience which due to the curricular nature of the department's historical as well as it's functional background, is international in scope. The department's staff is selected and the curriculum designed to achieve the mission and goals of Salem-Teikyo University.

The objectives of the department are:

1) Develop student and faculty scholarship in the area of science and mathematics.

2) To develop minimal leadership competencies in students which is needed for success in the Global work place.

3) To provide service courses in the areas if science and math for the institution's competency requirement.

4) To provide programs of education in Biology, Environmental Science, Pre-Professional Medicine, Mathematics, Natural Science, Radiological and Medical Technology, and in the future Bio-Technology.

5) To provide assessment of staff and students to insure quality in the programs provided.

6) To provide Global prospectives in the field of science and math.

7) To initiate a demonstrated ability for individuals to perform basic research.

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

GOAL : The goal of the Physical Education and Sport Department is to provide learning experiences that will prepare students to evaluate, teach and administrate the concepts and methods related to physical fitness and exercise and the adoption of healthy lifestyle behaviors in youth and adults.

OBJECTIVES:

1) Provide activities that develop skills for a lifetime of physical activity.

2) Explore the history and philosophy of health and physical activity within the content of humanity's cultural development.

3) Provide the foundations and principles related to the science of movement and exercise.

4) Integrate the methods and activities of adapted physical education into professional physical education preparation.

5) Provide the techniques and procedures required for the administration of athletic training, health, physical activity and safety programs.

6) Provide the methods required for the immediate care of injuries.

7) Implement the curricula of the Physical Education and Sport Department in accordance with the standards established by Salem-Teikyo University and, where applicable, the West Virginia State Board of Education.

8) Provide a multicultural approach in teaching physical education, health and safety and in professional preparation in athletic training, golf industry management and sport management.

9) Provide the methods and techniques for the recognition, care and prevention of exercise-related injuries.

10) Explore current issues related to athletic training.

11) Provide the methods and theories required for the adoption of positive health behaviors.

12) Explore current issues related to health education.

13) Provide the principles and techniques of preventing accidents.

14) Provide the techniques and procedures required for the administration of the golf industry management.

15) Maintain alliance with the organizations that establish the professional standards for physical education, health education, safety education, sport management, athletic training and the golf industry.

16) Assess and upgrade the equipment and supplies required for the departmental curriculum.

10/10/91

MISSION STATEMENT:

To enhance the study of technology, to view technology and its impacts on a global basis, and to provide technological support for the university community.

OBJECTIVES:

1. Continue to develop our Resource Center as a depository for use by local technology teachers.

2. To develop miniaturized, integrated labs to maximize the use of available space .

3. Develop and deliver an international, integrated curriculum.

4. Develop multi-media visually orientated delivery systems for the curriculum allied with proper

5. To develop tele-communication platforms for STU courses.

Bibliography

1. Banta, Trudy W., ed. Strategies for Assessing Outcomes, Center for Assessment Research and Development. University of Tennessee, Knoxville, 1991.

2. Banta, Trudy W. The NCHEMS/Kellogg Student Outcomes Assessment Project at the University of Tennessee, Knoxville, Final Report, 1982-84.

3. College Assessment Planning. The American College Testing Program, 1990.

4. Commission on Institutions of Higher Education. BRIEFING, Vol. 8 no. 1, Spring, 1991.

5. Ewell, Peter. "Establishing a Campus-Based Assessment Program." New Directions for Higher Education no. 59 Fall, 1987.

6. Ewell, Peter T. "Implementing Assessment: Some Organizational Issues." New Directions for Institutional Research, No. 59, SanFrancisco: Jossey-Bass, Fall 1988.

7. Ewell, Peter. Symposium on Student Outcomes Assessment. WV State College, 11 Nov. 1991.

8. Hutchings, Pat and Marshese, Ted. "Watching Assessment." Change, September/October, 1990.

9. Miller, Richard I. "Using Change Strategies to Implement Assessment Programs." New Directions for Institutional Research, No. 59, SanFrancisco: Jossey-Bass, Fall 1988.

10. North Central Association of Colleges and Schools. NCA Quarterly 65 no. 2, Fall 1990.

11. Thrash, Patricia A. "Assessment in the North Central Region." NCA Quarterly 65 no. 2, Fall 1990.

12. Wittrock, Merlin, C., ed.. Handbook of Research on Teaching. 3rd ed. New York:Macmillan, 1986.